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ABSTRACT

This booklet is a practical guide to the use of games, role play, and simulation in the classroom to encourage active learning and increase opportunities for experience and reflection. Basic principles for use of these techniques are presented and include determining the game objective, planning for progressive learning processes, planning a debriefing session for reporting on the activity, and ensuring participant commitment to the activity. Each of these formats (games, role play, and simulation) is described and suggestions are offered regarding their applications. A section on student roles describes three: participant, observer, and identifier (one who attempt to link themselves with a participant). The next section describes teacher roles which can include explainer, organizer, referee, coach, discussant, thinker, and evaluator. A section on creating and developing activities includes a lesson plan form for planning, observing, and evaluating the activity. This section also suggests steps to follow in planning an activity. (Contains 17 references.) (JB)

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A SLICE OF

through

Games, Role Play and Simulation

ED 380 425

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The Saskatchewan Professional Development Unit

and

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by

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lay is the very essence of discovery.

Marshall McLuhan

Moving theory into practice, the documents in the Instructional Strategies series are written with experienced teachers in mind - professional people choosing to expand their own repertoires.

Working with an advisory committee of practising teachers and consultants, authors research and develop each topic thoroughly, distilling theory into practical applications. The resources listed in each document are provided for readers who want to delve deeper into the Strategy, further developing their teaching practices and philosophies of education.

These interactive documents are intended to leave readers with a feeling of "Yes, I can try this with my students!"

We hope you enjoy working with this resource. Your comments and suggestions are always appreciated.

Paul Hart

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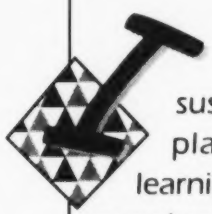
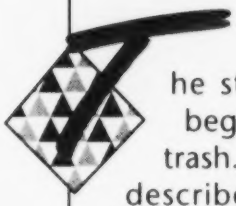


I suspect that no better gift could be made than a theory of play with practical consequence .... We should develop learning devices that give the student a vicarious though direct experience of events. .... This can be achieved particularly by the use of games that incorporate the formal properties of the phenomena for which the game is an analogue.

Jerome Bruner

Recent curriculum developments have encouraged teachers to promote an open outlook on the world that is accepting of the differences among nations, cultures and individuals in a positive way and fosters an awareness of their interdependence. As a result of the increasing need to broaden our students' understandings about global education and integrate that with the subject designations in our classrooms, we are relying more on instructional strategies that develop intellectual skills and motivate learners to action through experience.

Through games, simulation activities and role play, it is possible to discuss information, values, prejudices and emotions.



The students eagerly peered into their garbage bag and began removing enticing pieces of information clues via trash. As archaeologists and detectives, it was their job to describe the character of the person who "trashed" these items.

Chocolate bar wrappers, articles - for - sale, with items circled, crumpled TO-DO lists, cellophane wrap, T.V. guides, newspaper clippings, empty containers, discarded coupons ....

As the students examined each item they made notes and discussed the possibilities. All too quickly the time passed, and with groups still intently involved in their jobs, the teacher called them together to discuss their inquiry ...

Is it a game? a role play? a simulation?

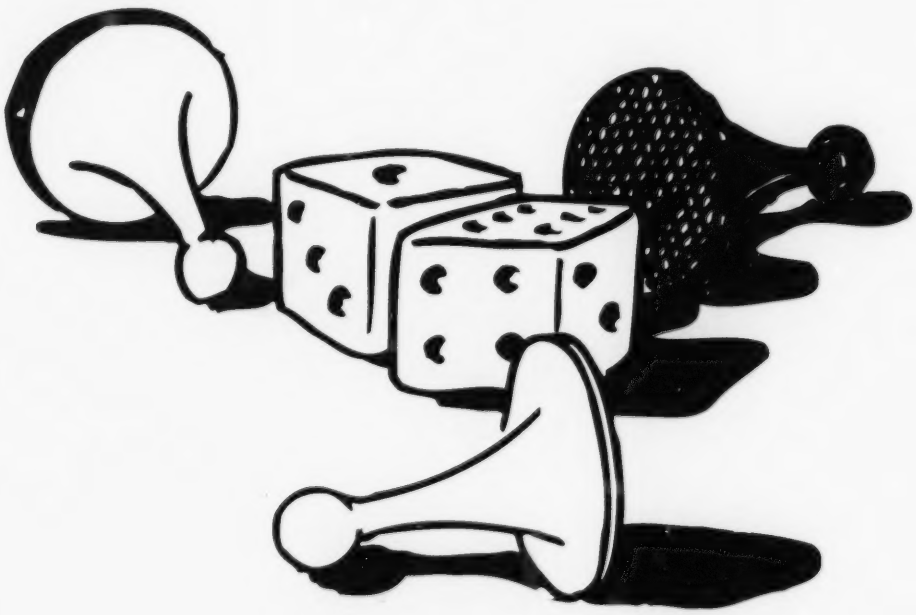
Although there is not unanimity among authors with regard to the classification of games, simulation activities and role play, for the purposes of this document, the terms will be used in the following ways:

- A game is an activity, guided by rules, which participants play with the intention of achieving the game objectives and successfully completing the activity.

- Role play is the spontaneous activity of an actor who both acts and reacts to a given situation or theme, and to the other actors involved.

- A simulation uses 'real life' situations perhaps in the form of games or including role play, generally with decision-making involvement of the participants during and especially at the end of an activity.

Games, role play and simulation activities gain the attention and interest of students, giving them a chance to physically as well as mentally create an environment for studying selected concepts.



WHY USE GAMES, ROLE PLAY AND SIMULATION?

When students play an active role in the learning process and are responsible for their actions, they acquire greater knowledge of the decision-making process and of the rules that govern it.

Substantial new knowledge and enthusiasm are acquired by all participants.

Students are active, involved and reflective in a dynamic way. By having an opportunity to experience and 'feel' a situation or event, students have greater insight and understanding.

Human maturation is more than a process of learning "things", it involves the gradual creation of a 'role', a unique and accustomed manner of relating to 'others' - persons, things, situations- outside the self that will determine and characterize all of a person's social behavior. Part of growing up is the learning and developing of this role, not solely as a factor of social status or social identification but also as a matter of personal identity. A person's role is not only the patterned way of evaluating and behaving toward self. In these terms all behavior is the reflection of a role, and all social interaction is a continuous sequence of interacting roles, or role-play episodes; in these terms all the world is a stage, and all of the women and men are actors.

Mark Chesler and Robert Fox, 1966

BASIC PRINCIPLES ....

Certain principles apply to games, role play and simulations.

Each type of activity has a specific objective (imposed by the form of the activity). Depending on the choice made by the designer or user, those objectives may vary from the general to the specific and include a description of knowledge and skills and teaching and learning strategies.

Each type of activity is part of a progressive learning process. One must first learn the games and simulations themselves before it is possible to learn through them.

Every type of activity is followed by a debriefing session in which participants report on the activity, its conduct and strengths and weaknesses. The session is conducted in the presence of a group leader or instructor and focuses on decisions made, the effects of those decisions, frustrations and commitments.

Each type of activity gives rise to a commitment on the part of participants. If each participant does not make a commitment, or perceives his or her commitment as not genuine, the others will quickly realize that fact and lose interest.

At Games

The students opened up the gameboard file folder and chose their playing pieces. From the instruction card they knew that the game was an opportunity to review some of the skills they were studying in Math.

After reviewing the rules and shuffling the challenge cards they began enthusiastically.

GAMES

- are highly motivational to students and can be used effectively to practice specific skills.
- allow students to apply what they learn in other ways.
- maximize students' problem-solving competence, ability to communicate and reason and increase their confidence in their ability to apply knowledge to new situations.
- can facilitate communication and connections.
-
-
-

By structuring board and card games with cooperative learning, students are involved in a positive learning environment. It encourages students to value each other and provides an opportunity to learn social skills.

Applications and Ideas ....

Games can be used to review, reinforce, and introduce information at any grade level and in any subject area. How you use games depends on the needs of your students and your objectives.

Complex concepts are better reviewed or reinforced through games than introduced.

Teacher and student-made games can be specifically designed to meet the needs of a particular group. Student-made games are an opportunity for students to synthesize their learning in a real way and get immediate feedback as they observe their peers playing the game.

- Students can show their understanding of a novel by illustrating the plot in a board game they develop.

- Student-developed games in physical education can reflect their understanding of the principles being studied.

Teacher-made games developed around major instructional concepts and skills can provide valuable opportunities for students to practice and gain further understanding while having fun and being involved.

Centres anyone?

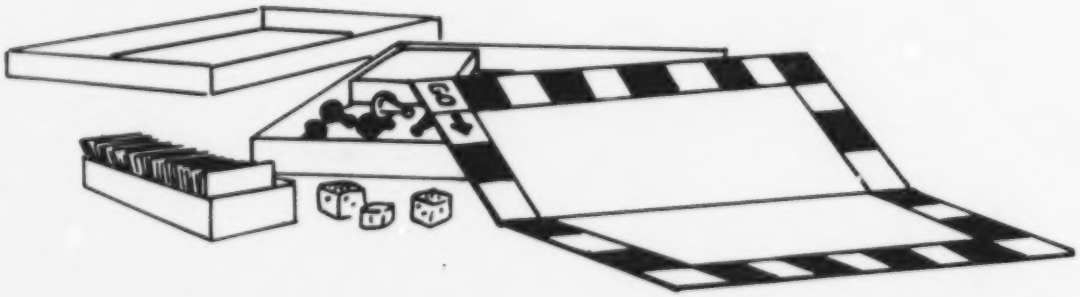
A game that reviews and provides an opportunity for practice makes a valuable centre!

Commercial and well-known games can be used to illustrate certain themes:

- Monopoly provides an opportunity to add - and subtract - and plan.
- Chess and Othello can provide insight into 'cause and effect'.

Although some students may make these connections themselves, it is even more meaningful to discuss the application of these games.

> eal learning begins only after the end of the game.
>
> Thiagarajan, 1978



Game Ideas ....

SKILL FOCUS	CONTENT FOCUS	SOCIAL FOCUS
• observation	• Jeopardy	• cooperation
• memory	• 20 questions	• communication
• math operations	• board games	• self confidence
• sign language	• computer games for reading and spelling	• initiative
• language development	• problem solving	• conflict resolution
• small muscle control	• concept formation	• creativity
• sensory development	•	•

◆ Clear instructions and a zippy appearance go a long way to making games even more appealing to students.

◆ Choose games that encourage students to focus on the cooperative aspects of the game.

◆ De-emphasize the competitiveness that seems inherent in the majority of games. Have students participate with partners or small groups and develop team spirit through team names, cheers or mottos before beginning the game.

◆ Teacher resource centres and teaching aide stores have many commercially prepared educational games and books full of ideas for creating games.

AT ROLE PLAY

After receiving a role card, Tony sat back and reflected on how the individual on this card could be presented to the rest of the class. With the information given on the card and personal experiences, Tony could put across a fairly good representation of this character in the role play. Unsure about the other characters, Tony knew that they would most likely reflect a situation involving conflict as this was the current focus of this work experience program. Tony was feeling more confident each time they role played in class and more comfortable when similar situations came up in work placement... They had already had a chance to practice.

ROLE PLAYING

Role playing is one of the best devices to provide students with experiences that enable them to empathize and understand the attitudes, feelings, values and emotions of others.

Empathy and Insight
The ability to feel and describe the thoughts and
feelings of others is accompanied by a
better understanding of the relationships one has with others.

Role play can be used effectively to help solve interpersonal problems and teach human-relations skills in the classroom. Role play provides the students with a dramatic opportunity to:

- clarify relationships with others,
- analyze information about and expectations of society, and
- evaluate themselves and life style.

Role play also provides an opportunity to link academic material to daily life and to bringing distant events alive in the classroom. This strengthens understanding for the student.

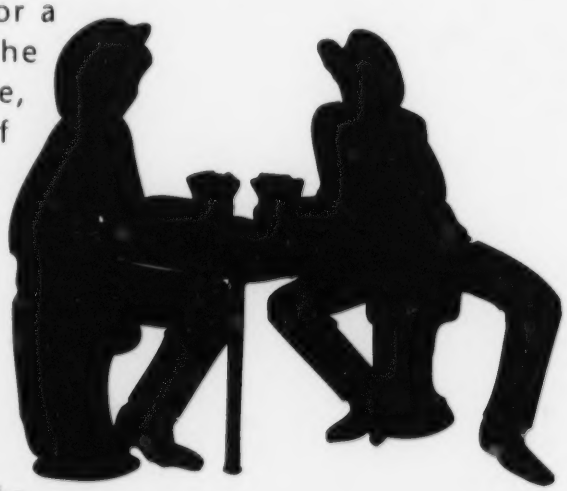
Role play ....

- allows for a high degree of student physical mobility.
- encourages students to communicate with each other.
- allows for independent and self-determined behavior on the part of the student.
- injects feelings of realism and relevance into the classroom.
- encourages techniques of cooperation, not competition.
- leads to more sophisticated and relevant inquiry during the debriefing phase.
- leads to increased personal growth.
- facilitates attitudinal and behavioral change.
- promotes the integration of subject areas and themes.
-
-

Applications and Ideas ....

Kelly found students had a much better understanding of the literature they were studying if they had an opportunity to bring those characters to life through role play. Role play also seemed to develop a greater empathy toward others when students had a chance in this safe classroom environment to try on a variety of roles. By putting themselves in the shoes of a Somalian citizen, peace-keeping officer, person of another culture or race, or politician, students had an opportunity to look through a different set of lenses and expand their world-view.

Basically, role playing calls for a student to step outside the accustomed role played in life, relinquishing usual patterns of behavior in exchange for the role and patterns of another person. This other role may be that of a real person or may be entirely fictitious.



The student attempts to speak like the other person, to behave like the other person, and to feel like the other person. This commitment to role is the key to successful role playing.

Role play, which may also be a part of a game or simulation activity, is a partial simulation of reality which centers on play acting. Role play is designed to illustrate situations in which the behavior of individuals is the crucial factor.

Depending on the extent to which rules are clearly defined, role play may range from depicting stereotypical situations, in which actors have little freedom, to free situations in which actors are required to improvise. The participants create the scenario in an improvisation.

In most role play exercises, a participant is assigned a role, and given information on the general context. Participants then create action together with the other participants based on their perceptions of their roles.

Role play themes ....

There are a wide variety of areas in which role play can be used.

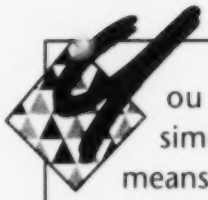
- cooperative behaviors
- values and opinions
- historical/cultural events
- historical/ cultural personalities
- honesty
- responsibility
- integrity
- fairness
- self acceptance
- answer a phone
- conduct an interview
- sensitivity to other
- prejudice
- rejection
- conflict resolution
- peer pressure
- decision making dilemmas
- accepting others

Having students switch roles helps them look at the situation from another point of view.

Students discover that they are not helpless and that situations are not hopeless.

A CLOSER LOOK

AT SIMULATION



You are sitting with your group members for the briefing for a simulation. You have heard of the word, but are unsure what it means. The teacher explains that you do not act. You participate as yourself with your own personality, but with a different function. You have a job to do and you try to do it in the best way you can in the circumstances in which you find yourself. The materials and information cards describe just what those circumstances and situations might be, in order that the simulation does not become chaotic. These are distributed to the groups.

The teacher then says that in a simulation you are responsible for the action. You have to make your own decisions, reflecting whatever seems right or best. The teacher will not interfere or provide hints or advice about what should happen. When the action starts, you forget about the teacher altogether.

Your group quickly becomes involved in the action. Time evaporates as the simulation unfolds. You find yourself becoming more and more involved and passionate about the situation. You FEEL the action. You are surprised when the signal is given that the debriefing will begin in a couple of minutes. During the debriefing, the teacher, whom you haven't even noticed during the simulation, guides your thoughts and discussion by posing a few open-ended questions.

1. How did each member in the group participate?
2. What feelings did you experience during the simulation?
3. What did you learn about yourself in the simulation?
4. What problems were created by the roles assigned in the simulation?
5. Are similar problems created in real life due to roles some individuals have assigned to themselves?

One highly significant feature of a simulation is the function of the teacher. Unlike most other educational methods, a simulation is not taught. The teacher is on the outside, not the inside; he or she does not participate in the actual interaction, but is responsible for the mechanics of the simulation – when it should begin and end, how the materials should be handed out, who's who, who sits where, and so on.

Just as there is no teacher in a simulation, neither are there any students. They are participants. They may have any of a number of functions within the simulation. Thus, a simulation is not teacher-student orientated. The participants have powers and responsibilites, and the teacher organizes, observes and facilitates the debriefing.

A simulation has three basic parts.

During the briefing the teacher explains the mechanics and procedures. The participants then develop the simulation during the action phase while the teacher observes. Once the simulation has been acted out, the teacher guides a debriefing and discussion about what has happened during the action phase.

During the debriefing phase, participants summarize events and perceptions of the simulation. They openly discuss difficulties and insights as well as analyze the process itself. Finally, the link to real-world situations and areas of study are made. The students may end by evaluating and redesigning the simulation.

◆ A simulation, that "simplified slice of reality" (Heitzman, 1983), is like a case study with the participants on the inside, not on the outside. Inside, they have the powers, duties and responsibilities for shaping events. Action and interaction take place. The situation changes. Causes have effects and decisions have consequences. The participants are involved, they participate, they become absorbed in the interaction. The participants *are* the simulation.

◆ A simulation is a group activity with educational purpose. Students take part in a situation similar to a real-life experience in the safe environment of the classroom; simulations "allow the student to live vicariously" (Heitzman, 1983). Students practice flexible thinking and logical adaptation to changing circumstances when they participate in simulations.

Simulations:

- promote a positive relationship between teacher and student.
- allow the teacher to work with a wide range of student capabilities simultaneously.
- enable complex problems to be made simpler and more easily understood.
- change the social conditions under which learning takes place.
- allow for some testing of roles by students.
- allow students to draw upon and incorporate prior knowledge and experiences.
- encourage positive physical changes in the classroom - grouping of desks, use of floor, etc.
-
-
-

t is the high degree of involvement that simulation induces that makes it an effective instructional tool.

Tansey, 1969

Simulations are high level content plus high level thinking applied to a problem solving situation.

Applications and Ideas ....

Simulations can be used in a variety of ways at all grade levels and in subject areas in which you wish to nurture empathy, strengthen understanding, and motivate students.

- Students who have had their desks systematically removed by strangers over a class period may bring new understanding to a study of the Riel Rebellion or Resistance.

- Watching neighboring students glut on donuts while your group shares but the smallest morsel may provide insight into Third World Nations.

- Sitting and sorting through mystery 'trash bags' may be an opportunity to do some critical and creative, inductive thinking as students develop a personality profile of the owner of the garbage.

- Students who participated in a "Blue eyed/Brown eyed" experience probably felt the effects of racism and prejudice in a lasting way.

- A student may have greater empathy for a hearing-impaired peer after wearing earplugs for a day.

- The actions of being a salmon swimming upstream against the current opens the discussion about going against the status quo in the situation you feel strongly about.

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The critical point in every simulation is the **DEBRIEFING**. The students - as - salmon may only stumble upon connections to their studies of peer pressure if the bell goes before the discussion begins. Because of the personal involvement of the students in simulation the debriefing is crucial.

The debriefing...

... is a chance for participants to vent feelings and allows for personal response.

"an inquest on the result." Jones, 1987

The debriefing is the link from the experience to the reason for the experience.

GAME OR SIMULATION?

As a professional you may have participated in "The Change Game" or "The Poverty Game" (available through the Stewart Resources Centre). These are, in effect, simulations focused on a planning board that introduces new situations and provides additional information. You are involved as yourself and a facilitator provides the framework and guides the debriefing.

What makes a good simulation?

Many simulations are available commercially. Some of them are wonderful. Others are not. Teachers have the power to select, or even better, to create truly meaningful simulations for their classes. If the simulation is to be more than just a day out of the textbook routine, several elements must be considered.

A GOOD SIMULATION:

- focuses on a truly important aspect of the subject - it has an important theme as its focus.
- begins with a common or shared experience for all participants so that new knowledge can be incorporated in with the familiar.
- encourages the emotional involvement of the participants, and recognizes human emotion as an important issue in all aspects of life.
- allows for decision-making on the part of the participants.
- uses cooperative grouping to stress the importance of social issues.
- takes into account as many aspects of the theme as possible, including chance happenings and the personality characteristics of the participants.
- uses many channels of student learning, and incorporates as many academic areas as possible.
- requires that a large amount of time be invested in talking about the experience after it is completed. Processing is essential for the cementing of learning.

GOOD SIMULATIONS DO NOT NECESSARILY:

- have to be purchased.
- require many days to implement.
- have to be complicated or use a lot of materials.
- require a great number of specific facts and figures.
- have to be used continuously.

Simulation Themes ....

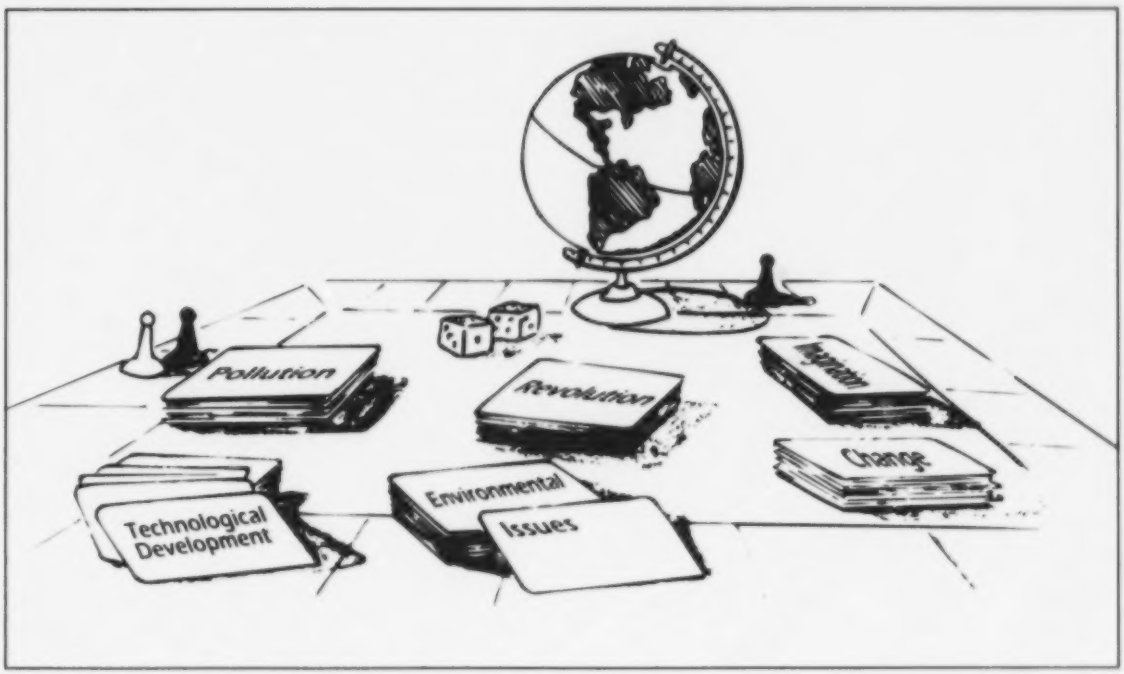
The following are some suggested themes that appear almost universally in several subject areas such as the social sciences, English language arts and arts education. They are typical of the themes that seem to work best for teacher-designed simulations. Each of these themes could be developed into several simulations. How they are actually developed would be dictated by the grade level and experience of the individual class.

Exploration:

What causes people to explore new territory? What were early explorers searching for, and how did their methods vary? Are there any areas of the earth left to explore? How should these explorations be conducted?

Revolution:

What causes people to start a revolution? How is revolution different from other kinds of change? Where are revolutions likely to occur today?



Immigration:

What is it like to leave all that is familiar and move to a new place? How should newcomers be treated? What causes people to immigrate?

Individual rights vs. group rule:

How can individual rights sometimes be affected in a system of majority rule? What can be done to protect the rights of individuals? How is voting associated with our individual rights? Should restrictions be put on our right to vote?

Economic development vs. ecological protection:

How are economic progress and ecological concerns often opposed? Why is it often difficult for both sides to communicate with each other? How are long-range planning and moral decision-making related to these issues?

Stereotypes:

How do we develop stereotypes? How do they hurt groups and individuals? How do they damage society in general? How does it feel to be the victim of stereotyping?

Change:

What factors cause change? How do people cope with change? What causes these different ways of coping with change? What supports are needed to facilitate change?

The processes of simulation and role playing help students to translate large global concepts into personal terms.

Lesson Plan

OBJECTIVE

- co-operative group decision making

ACTIVITY

☐ Game ☐ Role Play
☑ Simulation

THEME

- Economic development — design a park for a new urban subdivision

CURRICULUM TIES

- Secondary
- Economics, Social Studies • Math • Science • Physical Education

MATERIALS REQUIRED

- chart paper
- pens

SCENARIOS, GROUPINGS

- groups of four

ROLES, RESPONSIBILITIES

- students are members of economic development council

STUDENT ROLES

☑ organize ☐ experiment ☑ decisions
☑ plan ☑ create ☐ follow

TEACHER ROLES

☑ organize ☐ referee ☑ discuss/reflect
☑ explain ☑ coach ☑ evaluate

ACTIVITY SEQUENCE

1. Warm-up
   - co-operative activity
   - brainstorm development ideas
2. Briefing instructions
   - review consensus guidelines
   - explain process/product
3. Action
   - students design a new park for the subdivision
4. Debriefing Questions
   What did you learn about decision making?
   What process did you follow?
5. Teacher Reflection on Activity
   What was my role during action?
   How did I engage students' interests?

OBSERVATIONS

EVALUATION

STUDENTS:

Self — rating scale

Peer

Group → What worked well?
Group → What could improve?

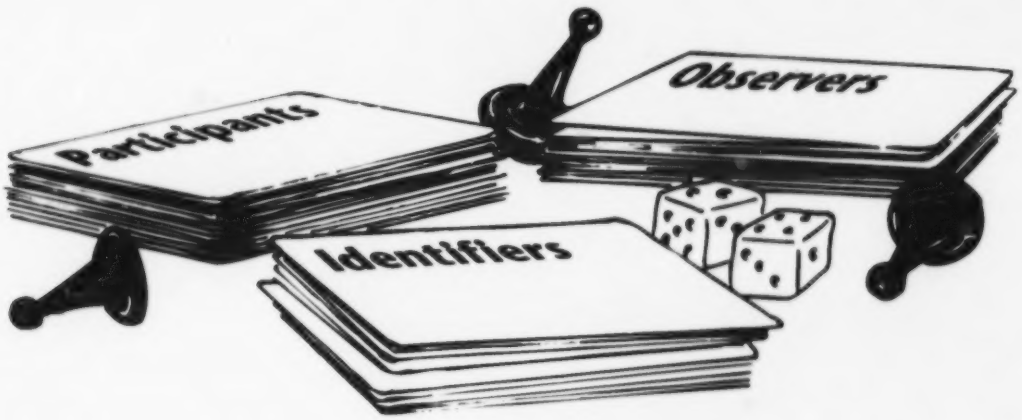
STUDENT ROLES

Any game, role play or simulation may have participants, observers or identifiers.

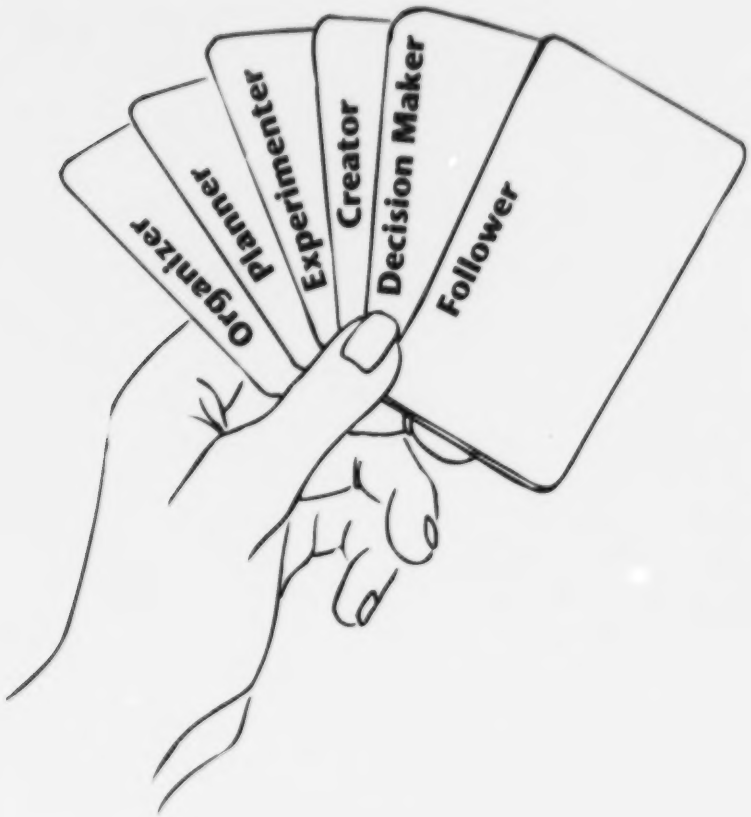
- Participants are the **actors in a situation**
- Observers **are non-involved outsiders, and**
- Identifiers **are those who attempt to link themselves emotionally with one of the participants.**

In many ways these roles that participants take correlate with everyday life. The various degrees and modes of an individual's emotional involvement in a situation are key factors in interpreting that individual's reaction to that situation.

In general the participants are highly emotional about the scene and keenly aware of the feelings and emotions of others within the scene. Observers are extremely general in their report of what has happened and may not be aware of the feelings and emotions involved. Identifiers, although emotionally involved, may be critical.



The major roles in games, role play and simulation belong to the students. They will experience many of the following roles:



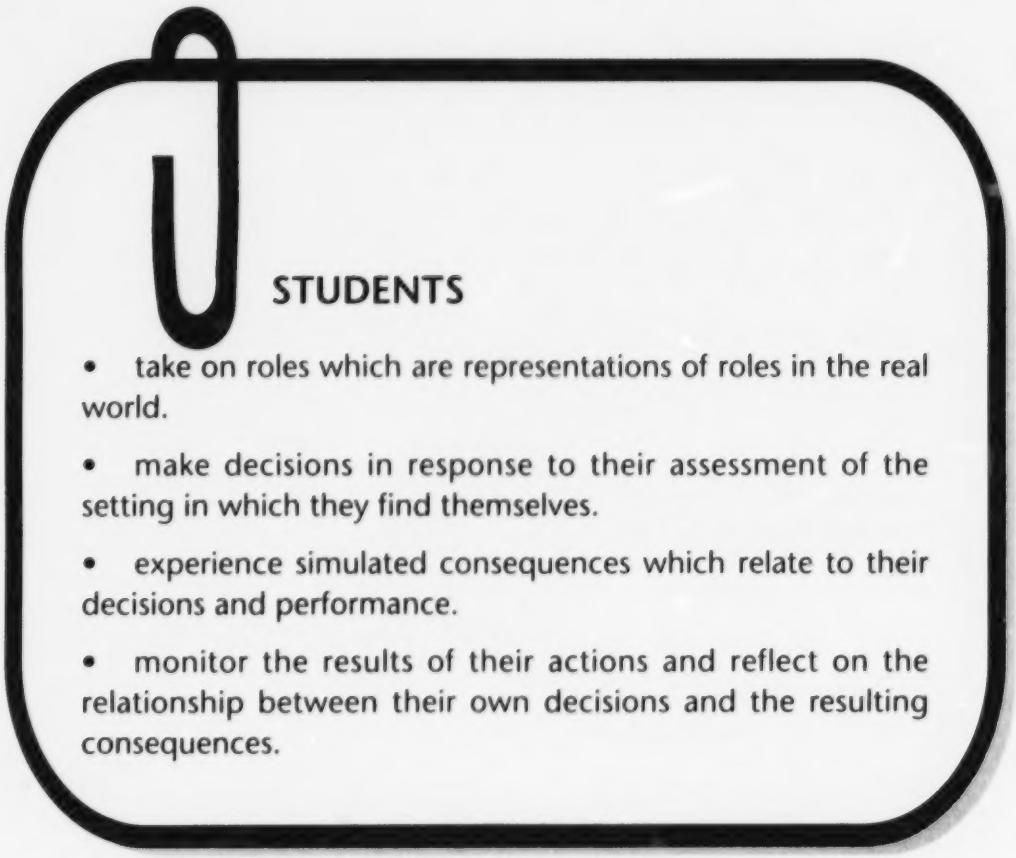
As the groups are formed and the assignment explained, the student must first consider the *organization* of material. This might mean that students must select a leader or leaders of the group so that organization can be better facilitated. Once the organization is accomplished, the need for planning is evident. Time constraints will also force groups to plan wisely.

In the process of *planning*, the members of the group begin to engage in *decision making*. As the simulation progresses and the students feel a little more at ease, the processes of *creating* and *experimenting* develop. In some cases, there may be healthy competition among groups. In the group process of

games and simulations particularly, the students also learn to be good *followers*. When conflict occurs in the decision making and planning process, students should be encouraged to be understanding and respectful of the ideas of others.

It is unrealistic to assume that the students will have exclusively positive experiences throughout the group process of the games and simulations. A healthy atmosphere of interaction and conflict will produce a more realistic feeling of the real world.

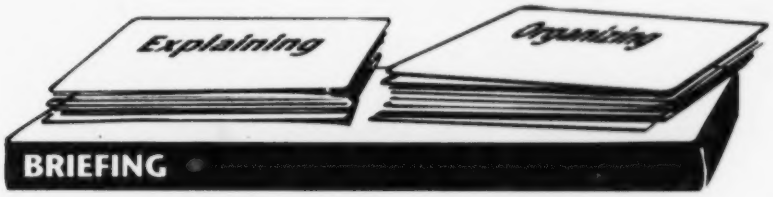
In the final stages of activities, the students develop a better understanding of the concepts and content studied, as well as a better understanding of themselves.


STUDENTS
• take on roles which are representations of roles in the real world.
• make decisions in response to their assessment of the setting in which they find themselves.
• experience simulated consequences which relate to their decisions and performance.
• monitor the results of their actions and reflect on the relationship between their own decisions and the resulting consequences.

ROLE OF THE TEACHER

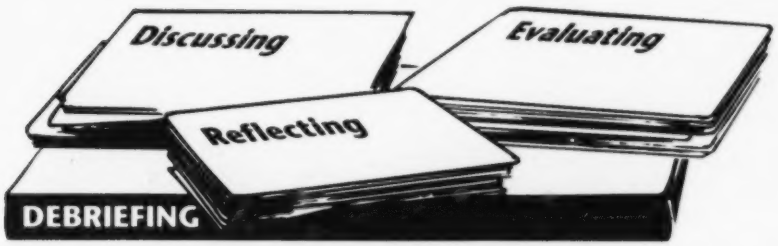
Games, role plays, and simulations, like any successful teaching strategy, should not be the sole focus of instruction. They should be interspersed with other techniques and used like punctuation for an important theme or explanation of a difficult topic.

Your involvement in simulations, games and role playing consists of:

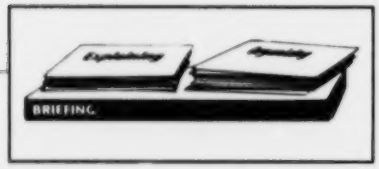


- **Planning for a successful experience.**
- **Outlining the rules/expectations.**

- **Supporting and advising.**

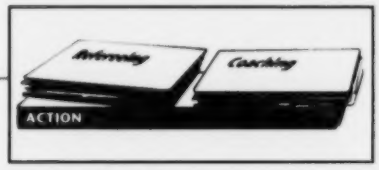


- **Focusing into consciousness the experiences gained.**



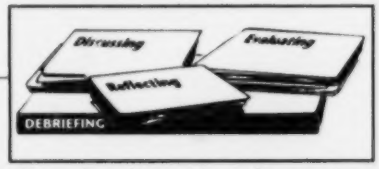
Organizing — Develop a climate that encourages risk-taking by your students. Adapt a purchased or prepared simulation, game or role play for use in your classroom. Better still, develop or create your own. A procedure for how to do that follows on pages 34 and 35.

Explaining — In the process of explaining, you should clarify the processes without providing too much information. As in the case of real-life situations, not all the information is provided at the beginning of the situation. However, the initial information must be sufficient to make the simulation, game or role play operational. It is implied that the students will become "more aware" as the action progresses.



Refereeing — Your role as referee is to assure that the students are following the intended process. This is not to imply that you direct each step of the process, but rather serve as an 'overseer' of the progression. For example, if grouping in a simulation is necessary, it is important that you make sure that the groups are heterogeneously structured.

Coaching — In this capacity, you provide advice, direction and the important positive support. You are not an active participant, but rather provide support and necessary information, which may be actively or passively requested by the students. Be sensitive to the climate of the situation if the process is dragging.



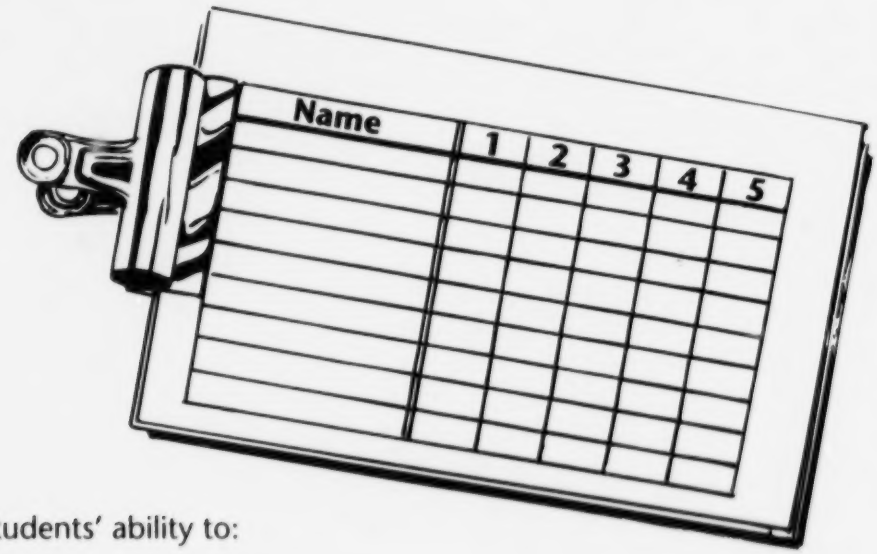
Discussing and Reflecting — Your final role comes at the end of the simulation, game or role play. This involves leading the discussion about the process. The classroom discussion should center around the perceptions of the students concerning the 'real' world implications of the situation. This may include drawing parallels with real-life situations as well as suggestions for improving the process.

Promote self and group reflection through phrases such as:

- How did you feel when ....
- What did you learn from this experience?

Encourage students to reflect on social skills such as courteousness, empathy or sympathy, understanding and diplomacy.

Evaluating – Create your own checklists or rating scales that fit with your objectives to evaluate students during a role play or simulation. Consider ways to involve students in self-evaluation.



Think about the students' ability to:

- identify and portray the concept
- demonstrate understanding of the concept or processes under study through their actions and words
- search for options
- work out possible consequences

or example, following a parliamentary simulation, you might ask, "What role does the government play? What role does the opposition play?" Similarly, following a W.W. I simulation that was designed to teach 'Power', you might ask: "Why can't you survive? Why can you? How much influence does personality have?"

Creating and Developing Games, Role Play and Simulation

Effective materials may be purchased from specialty companies and teacher supply stories, and peers are often a great source of appropriate lessons. However, the best source of subject matter and focus, is you, the innovative teacher. Experience and judgement will reveal which concepts are best taught through a game, a role play or a simulation.

If commercial products are available that portray essential themes, they may be used as is or adapted to fit the needs of your class. If none are available, take a chance, accept the challenge and design your own. The involvement of the students, and the chance of lifelong learning are well worth the effort.

Creating an experience that will work for an entire class requires some time, some trust, and some trial and error. Students must also trust that they will not be made to appear foolish. Good games and simulations are under constant revision, as you learn what works and what does not. Students should understand that changes may be made, and their suggestions should always be included in the evaluation.

The processes involved in creating and developing a game, role play or simulation are not difficult, but care must be given to some basic components.

Use this lesson plan to jot down ideas about a game, role play or simulation you may wish to try.

Lesson Plan

OBJECTIVE

ACTIVITY

❑ Game ❑ Role Play
❑ Simulation

THEME

CURRICULUM TIES

MATERIALS REQUIRED	SCENARIOS, GROUPINGS	ROLES, RESPONSIBILITIES

STUDENT ROLES

❑ organize ❑ experiment ❑ decisions
❑ plan ❑ create ❑ follow

TEACHER ROLES

❑ organize ❑ referee ❑ discuss/reflect
❑ explain ❑ coach ❑ evaluate

ACTIVITY SEQUENCE

1. Warm-up
2. Briefing instructions
3. Action
4. Debriefing Questions
5. Teacher Reflection on Activity

OBSERVATIONS

EVALUATION

STUDENTS:

Self Peer Group

Think about ...

STEP 1
Theme or objectives

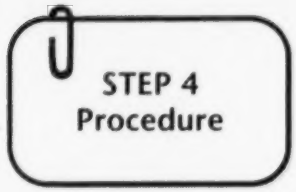
- What do you want the students to understand after the experience?
- What important concepts are essential to understanding the theme?

STEP 2
Relevancy

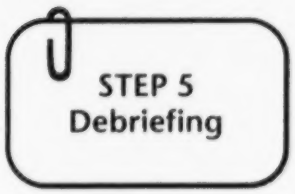
- How can you relate this theme and its concepts to the life of your students?
- How will you make the experience important to them?
- How will you include emotional involvement and decision-making as part of the lessons?

STEP 3
Logistics, scenario & roles

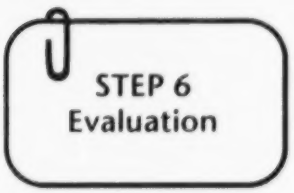
- How long will the game or simulation take?
- What is the setting for the activity?
- How will you assign group tasks?
- How big will the groups be?
- Who are the chief persons or organizations portrayed?
- What are the objectives of each role or role grouping?
- What resources do they have available to them?
- What materials will you need?



- What sequence of activities must occur?
- What activities are permitted/not permitted?
- What actions need to be taken for completion of the activity?



- After the action has been completed, what follow-up activities will be included?



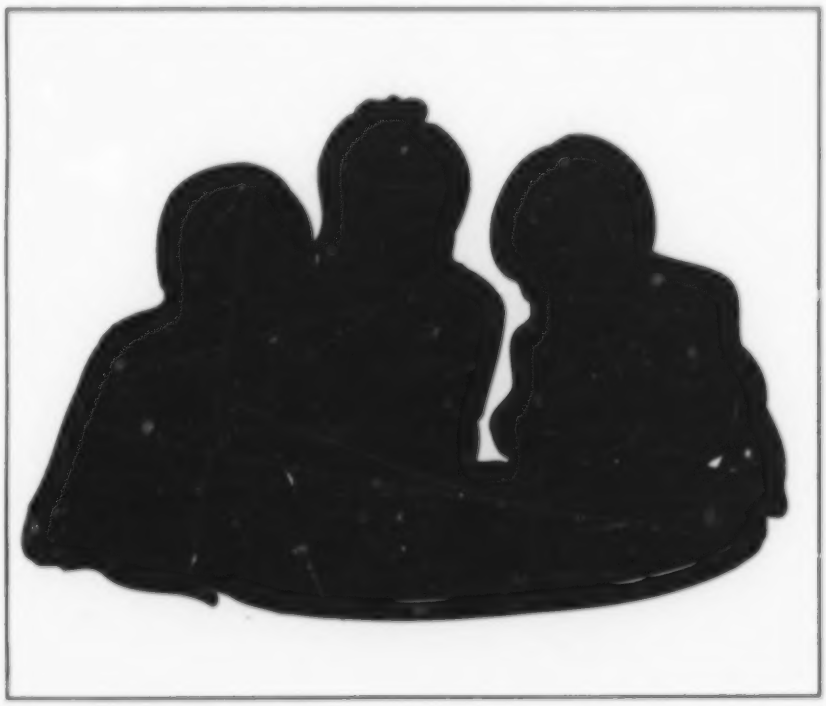
- How will you evaluate the work of each student?
- What will serve as your points of evaluation?
- How will you provide opportunities for the students to share what they have learned with each other and with an outside audience?

Although these components are listed linearly, there is no 'best' way to create a game, role play or simulation. Teachers approach their creations from various directions and perspectives. What is important is that consideration be given to interrelating these components at the planning stage.

Involving Others

When embarking on a new adventure it is often wise to let others know where you are going. In sharing this information you may discover others who have journeyed that way and have experiences to relate that may make your journey easier. You may also encounter those who wish to join you on the adventure – making the plans, finding resources, and reflecting on the photographs once you have returned. You might also run into those that caution that your adventure is too dangerous, too time-consuming, or worthless. It is like that with any venture...those who have gone that way before, those who would like to join, and those who prefer to not travel at all.

Your adventure may influence others on your staff as well as your students and their parents. Providing information and opening your classroom door are ways to share the enthusiasm and excitement of games, role plays and simulations.



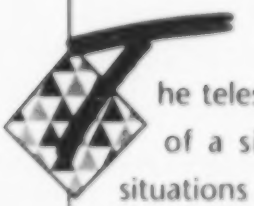
You may wish to ....

- invite administrators, colleagues or parents into your classroom to observe or even participate in an activity. Be sure to involve them in the debriefing phase when students demonstrate their learning.

- find a fellow staff member who is willing to experiment with role play, simulation and games, even to the extent of cooperatively developing and running them. Reflect together on the success of the situation and make concrete suggestions for increasing success next time.

- submit requests for commercially available simulations or games that can be circulated to other classrooms.

- request that an inservice course on simulations, games or role play be scheduled and invite fellow staff members to attend with you.



The telescoping of time and space can cause the participants of a simulation game to involve themselves deeply in situations which otherwise remain as remote from their interest as from their personal experiences.

Roberts (1976)

RESOURCES

Currently information about games, role play and simulations appears in varying amounts in a wide variety of sources.

A few sources you may wish to examine ....

Brandreth, Gyles (1984). *Game-a-day book*, New York: Sterling Publishing.

- *Just as the title indicates, references a variety of games — one per day.*

Chesler, M. and Fox, R. (1966). *Role playing methods in the classroom.* Chicago: Science Research Associates, Inc.

- *Although it's "aging", this document contains many good, relevant ideas.*

Corbeil, P., Laveault, D. and Saint-Germain, M. (1989). *Games and Simulation activities: tools for international development education.* Hull, Quebec: Canadian International Development Agency (CIDA).

- *Theoretical and practical advice about games and simulations that promote a global education philosophy.*

Heyman, Mark (1975). *Simulation games for the classroom.* Bloomington, Indiana, Phi Delta Kappa.

- *Nice quick read with practical quick start ideas.*

Jones, K. (1980). *Simulations: a handbook for teachers.* New York: Nichols Publishing.

- *A helpful guide for teachers blending theory and practice.*

Livingston, S.A. and Stoll, S. (1973). *Simulating games: an introduction for the Social Studies teacher.* New York: MacMillan Publishing.

- *Practical advice for Social Studies teachers.*

Orlick, Terry (1982). *The second cooperative sports and games book.* New York: Pantheon.

- *Hundreds of co-operative games.*

Pate, Glenn S. & Parker, Hugh A. Jr. (1973). *Designing classroom simulations.* Belmont, California: Fearon Publishers.

• *Provides suggestions for teachers to write simple simulations using readily available classroom materials.*

Rabbior, G. (1991). Canada/U.S. BORDER project: Teaching resource kit. Available from Canadian Foundation for Economic Education, 2 St. Clair Avenue W., Suite 501, Toronto, Ontario, M4V 1L5.

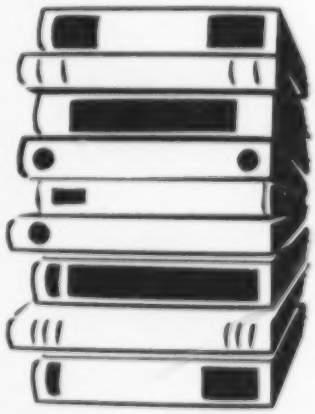
• *Excellent for senior high school use.*

Villalpando, Eleanor (1984). *Simulations.* Phoenix, Arizona: Kathy Kolbe.

• *A myriad of opportunities to simulate adult challenges – includes very real issues with a slightly different twist.*

REFERENCES

Plus...



• The Stewart Resources Centre (STF library) has an extensive collection of journals and vertical file materials on games, role play and simulation.

• *The Poverty Simulation* is available for purchase from World Vision Canada or on loan from the Stewart Resources Centre.

• Some of the ideas on pages 22, 23 and 24 originated from Judy Welcome and Karen Hayashi in *Cooperative Learning*, Vol. 12, No. 3, pg. 48 & 49.

• Heitzman, W.R. (1983). *Educational games and simulations.* Washington, DC: National Education Association.

• Jones, K. (1987) *Simulations: A handbook for teachers and trainers.* London: Kogan Page Ltd.

• Tansey, P.J. and Unwin, D. (1969). *Simulation and gaming in education.* London: Methuen Educational.

• Thiagarajan, S. & Stolovich, H. (1978). *Instructional simulation games.* Englewood Cliffs, NJ: Educational Technology Pub.

For information on ordering more copies of *A Slice of Reality*, or other documents in the Instructional Strategies Series, or workshops contact:

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